

**Stratford Public Schools Social Studies Curriculum
Grade 4 - Unit 1**

Unit Name: Connecticut - Physical Systems and Characteristics		Est. # of Lessons: 12-16
<p>Synopsis: Students will learn the difference between political, physical, and population maps with a focus on Connecticut’s characteristics. They will explore how weather and climate have affected the lives of people in Connecticut. Students will also use information from primary and secondary sources to summarize facts.</p> <p>*Constitution Day is September 17th. Federal law mandates that on this day students learn about the U.S. Constitution.</p>		
STUDENT LEARNING GOALS		
<p><u>Content-Specific Powered Standards</u> <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world</u> 1.4 – Demonstrate an understanding of geographical space and place. 1.5 – Describe the interaction of humans and the environment. <u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information</u> 2.1 – Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials). 2.5 – Create relevant social studies materials such as maps, charts or displays.</p>	<p>Interdisciplinary Standards (as appropriate)</p> <hr style="border-top: 1px dashed black;"/> <p>Key Vocabulary Geography, political, physical, population, climate, primary source, secondary source</p>	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ▪ Connecticut has a variety of geographic features including mountains and coastal waterways. ▪ Primary and secondary sources can be used to draw conclusions about the land and the people who live there. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ▪ What important geographical features can be found in Connecticut? ▪ How can maps, charts, graphs and print materials be used to gather information? 	
<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> ▪ Locate man-made and physical characteristics of Connecticut. (GLE# 7) ▪ Compare and contrast map types (e.g., political, physical, population). (GLE# 8) ▪ Describe how physical systems (weather and climate) have affected the lives of people in Connecticut (e.g., economy, recreation, transportation). (GLE# 9) ▪ Identify the difference between a primary and secondary source. (GLE# 23) ▪ Summarize information from primary and secondary sources. (GLE# 24) ▪ Prepare an accurate chart or graph depicting relevant social studies information (e.g., immigration, 		

exports, imports, population growth). (GLE# 30)

ASSESSMENT PLAN

Summative Assessment(s)

- Given an outline map of Connecticut, draw in and label the mountain ranges, the central valley, coastal lowlands and at least two major rivers. Also label Long Island Sound
- Using the Connecticut Colony map of 1636-1776, explain the location of the major settlements. (Why did people settle in those places?)

Formative and Diagnostic Assessment(s)

Pre Assessment

- Draw a map of the level your classroom is on in your school
- Draw a compass rose
- What part of the United States is Connecticut in?

Classroom discussions

Student work